

**Los Angeles Unified School District**  
**Office of Student, Family and Community Engagement**  
**District English Learner Advisory Committee**  
**Thursday, March 20, 2025**  
**10:00 a.m.–1:00 p.m.**

**I. Call to Order**

Fernando Paniagua, Chairperson, opened the meeting at 10:04 a.m., available interpretation services and meeting rules were reviewed.

**II. Flag Salute**

The flag salute was led by Janeth Galindo, member in English and Spanish.

**III. Public Comment**

Fernando Paniagua, Chairperson, facilitated public comment. The following signed up:

- Ana Carrion

**IV. Office of Student, Family and Community Engagement Update (SFACE)**

Mr. Antonio Plasencia thanked the members who participated in our District-Level Parent Committee Leadership Development Series. This year, we organized workshops on Parliamentary Procedures, Data Understanding, and Writing Skills, and the final workshop focused on crafting SMART feedback. The content of these workshops is available at [lausd.org/committees](https://lausd.org/committees). If you would like copies of the materials, please let one of our SFACE colleagues know, and we will gladly send them to you via email or provide printed copies. Federal Programs Monitoring Process (FPM). The following schools have been selected for the Federal Programs Monitoring review for the year 2024–2025:

Schools	Schools
Belmont Senior High	James Madison Middle
Esperanza Elementary	Robert Fulton College Prep.
Miguel Contreras LC: LA School of Global Studies	Roy Romer Middle
Theodore Roosevelt Senior High	Valerio Street Elementary
Elizabeth Learning Center	Vista Middle School
George Washington Carver MS	Gil Garcetti Learning Academy
Hooper Avenue Elementary	Woodcrest Elementary
San Gabriel Avenue Elementary	John C. Fremont Senior High
Thomas Jefferson Senior High	Ninety-Third Street Elementary
Stanley Mosk Elementary	Sixty-Sixth Street Elementary
Charles Maclay Middle	Wisdom Elementary

**Parent Portal** is available for all parents and guardians to learn more about their students' progress in a variety of areas. More than 86% of families in the Los Angeles Unified School District are connected to their students' accounts. Learning about the different features of the Parent Portal allows parents to collaborate with their school communities to celebrate student achievement, ask focused questions, and identify the support needed. Call the Los Angeles Unified School District Helpline at 213-443-1300 if you need assistance with connecting or using the features. For more information, you can visit the SFACE page: <https://families.lausd.org/>

V. **Roll Call / Establish quorum**

Maria Mayorga, took attendance in the absence of the secretary at 10:30 a.m. A quorum was established with 32 members at 10:50 a.m.

VI. **Presentation: Federal Addendum: Title I – Purpose and Services – Federal Programs**

Gerardo Cervantes, Executive Director, José A. Jarquín, Administrative Coordinator, Office of Federal and State Education Programs. Mr. Cervantes began the presentation by emphasizing the purpose of Title I, which provides a significant opportunity for all children to receive a fair, equitable, and high-quality education. These funds are used to support effective, evidence-based educational strategies that aim to close the achievement gap. They also enable students to meet the state's challenging academic standards. Under Title I funding, eligibility for free or reduced-price meal programs is included, and this data is collected through the California Longitudinal Pupil Achievement System (CALPADS), which is then used to help determine a school's Title I classification. Students must be enrolled in schools before the Census Day in fall 2023-2024 (CBEDS day), which was on October 4, 2023. Students must be between the ages of 5 and 17 as of October 4, 2023. Students must have submitted an income form for 2023-2024 before October 4, and they must be determined to have low income or be automatically eligible for direct services. A numerical table for the 2024-2025 Title I budget entitlement was also shared: Title I, Part A = \$417,381,994 (availability period of 27 months), 23-24 Transfer = \$106,105,203, with a 15% limit over 27 full months, totaling \$523,487,197 for 2024-2025 services. Information was also provided about Title I, Part A LEA Plan Assurances, Comparability Assurance, Children in Foster Care Assurances, and Education for Homeless Children Assurances. Mr. Jarquín continued the presentation by explaining the differences between the programs: the Schoolwide Program (SWP), which develops a comprehensive school plan designed to improve and supplement instruction in a school serving a high-poverty population, without distinguishing between eligible and non-eligible children. The second program is the Targeted Assistance Schools (TAS) model, which provides supplemental services to specifically identified children who are low-achieving or at risk of low-achievement. During the presentation, numerical tables and examples of school allocations were shared.

The presentation continued with the School Plan for Student Academic Achievement (SPSA), which is required by the California Education Code 64001 for all schools participating in programs funded through the Consolidated Application, also known as the Con App. The goal of the SPSA is to ensure that schools have a comprehensive plan to address the needs of categorical programs. The difference between supplementing and supplanting was explained. All available general funds should complement and not replace local and state funds. We were also informed about what is permissible according to the District Policy, which includes the following criteria:

- Necessary: The budget expenditure must appropriately address the needs of the program identified and specified in the SPSA.
- Reasonable: The price of the purchase must not exceed what would be charged to a prudent person under similar circumstances at that time.
- Note: The expenditure must be specifically described in the School Plan for Student Academic Achievement (SPSA).

We were informed about those receiving services under Title I, specifically schools with students living in poverty. The process for selecting students to receive Title I services is not based on income but on academic performance. We were presented with the budgets for Title I programs that cover schools in general, including programs, services, positions, digital tools, etc.

They continued the presentation by sharing the impacts and data on improvement goals for the English learner program and provided examples. They also discussed training for international newcomers, which includes 10 training sessions fully funded by Title I, as well as a summer enrichment program for international newcomers. We were informed that students can earn up to 10 elective credits towards the A-G requirements. Teachers receive 12 hours of training, including administrators, teachers, assistants, and trainers. MMED and the Special Education Unit will provide training for teachers working with long-term English learners and English learners with potential disabilities. Finally, they discussed the resources available at the District level.

## **VII. Presentation: Federal Addendum: Title II: Purpose and Services – Federal Programs**

Angel Covarrubias, Coordinator, Office of Federal and State Education Programs, presented on the topic of Title II, Title II Assurances, Budget, and a review of the Title II program. The purpose of Title II is to strengthen the quality and effectiveness of teachers, principals, and other school leaders, increase student performance with state academic standards, improve the quality and effectiveness of educators and school leaders, increase the number of teachers and principals, and provide low-income and minority students with greater access to teachers, principals, and school leaders.

They also informed us about the assurances for Title II, in which local educational authorities will engage in meaningful consultations with teachers, principals, school leaders, teacher assistants, parents, community partners, and others. We were also told how to address the needs of all students, including children with disabilities, English language learners, and gifted students.

We were informed about certification requirements: teachers and teaching assistants working in programs funded by these funds must meet applicable state certification and licensing requirements. Lastly, they presented examples of the estimated funding for Title II by Regions

**Motion:** Maria Mayorga made the motion to extend the meeting from 1:00 p.m. to 1:30 p.m., seconded by Bertha Escobedo. 21 votes in favor, 4 votes against, and 1 abstention. The motion passed.

**VIII. Presentation: Teacher English Learner Authorization**

Luz Ortega, Director of Certified Employment, Human Resources Division, presented on teacher authorization and credentials. An authorization is added to the multiple subject, single subject, and special education teacher credential, which can be obtained at the same time as the credential or after obtaining the initial credential. Teachers can obtain the authorization through exams, approved programs, or approved programs aligned with exam subtests.

**IX. Chairperson's Report: Fernando Paniagua**

Mr. Fernando Paniagua, President, informed the membership that all their comments and contributions are welcome and that the year 2025 has been one of changes for success as a committee, wherever we go, we are recognized as a committee with great ideas and great participation. He continued his report by sharing and comparing the DIBELS and i-Ready data from the 2023-2024 and 2024-2025 school years. They also presented the percentage of reclassification for English learners compared to dual language learners.

After reviewing these analyses, Proposition 58 was presented. Approved in California in 2016, this proposition eliminated previous restrictions on bilingual education and expanded opportunities for schools to implement instruction in more than one language. This measure allows school districts to offer bilingual or dual immersion programs without requiring special state permits.

According to Proposition 58, parents request the exploration of a dual language program at a school, they must gather 30 or more signatures or have the support of 20 or more parents of students in the same grade enrolled at the institution. Once the request is submitted, the school must consider the implementation of the program and assess its feasibility. This process encourages parental involvement in their children's education and promotes access to programs that strengthen bilingualism and literacy in multiple languages.

The purpose of this requirement is to ensure there is significant interest in the program before its development, guaranteeing that the school community is committed to teaching in two languages. Additionally, the law aims to improve students' academic performance and future opportunities by strengthening their language skills in more than one language from an early age. This is why our involvement as parents is so important.

## **What should we do?**

After collecting the support of 30 parents in total or 20 signatures from parents of students in the same grade, the following procedure is as follows:

1. **Submission of the request:** Parents must submit the formal request with the signatures to the school principal or the relevant school district.
2. **Evaluation by the school:** The school administration must review the request and determine the feasibility of the program. An analysis of available resources, trained staff, and demand within the school community may be conducted.
3. **Response from the school:** The school must provide a timely and reasonable response to the request. If feasible, the planning begins. If the request is not approved, the school must explain the reasons and, in some cases, propose alternatives.
4. **Program development:** If approved, the school district works on the implementation of the dual language program. This may include hiring bilingual teachers, selecting materials, and designing the curriculum.
5. **Communication and follow-up:** The school must keep parents informed about the program's progress. Meetings may be organized to ensure that the implementation meets the community's expectations. This process ensures that bilingual education programs are developed based on actual demand and student needs, promoting access to a bilingual education effectively.

### **X. Announcement**

Mr. Paniagua reminded the membership to complete the meeting evaluation. He said that it is important to share your feedback to help improve the meetings.

### **XI. Adjournment**

The meeting adjourned at 1:32 p.m.